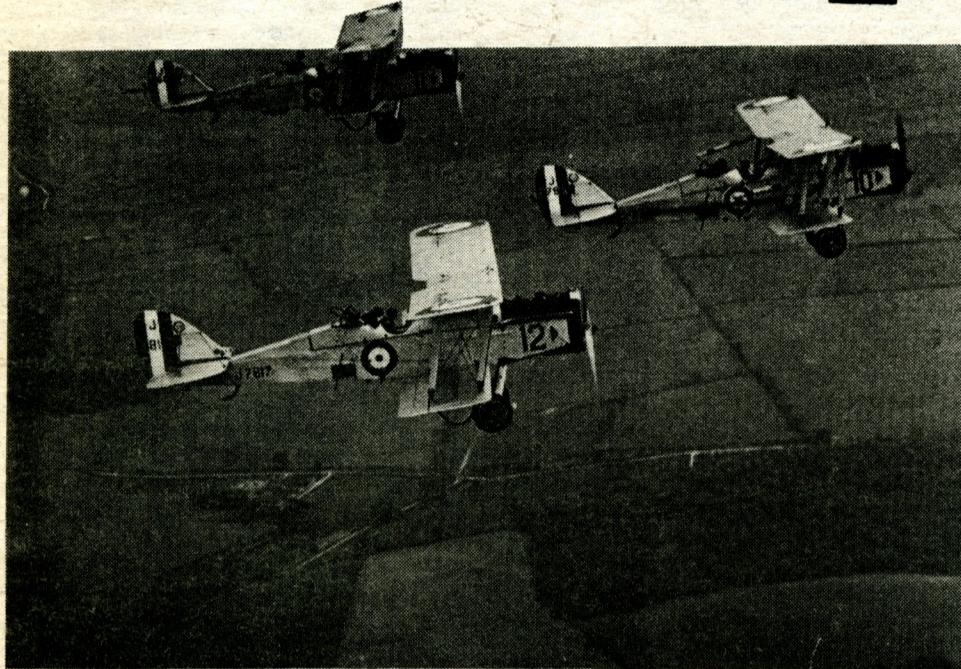


The thursday report



Montrealer Hugh Illsley flew one of these Bristol airplanes during World War I. As a prominent architect, his memories will be recorded as part of the University's Oral History project, see story page 5.

Troubleshooter, administrator, scholar: a portrait of John Daniel

This is the third in a continuing series of interviews with senior members of the university's administrative staff. During the coming months articles will appear periodically outlining their goals, hopes and concerns for Concordia, its faculty and students. Today's interview features Dr. J.S. Daniel, vice-rector academic responsible for the faculties of Commerce and Administration, Fine Arts, and Engineering and Computer Science.

By Ken Whittingham

Being a troubleshooter wasn't included in John Daniel's job description, but as it turned out he seems to spend an awfully large part of his day trying to iron out other people's problems.

Something as mundane as a power blackout in the Hall Building can prove disastrous for a world-class researcher watching an experiment go down the tubes once too often. And that's where Daniel steps in—acting as a troubleshooter to make sure that Concordia's top scientists don't leave us for seemingly greener pastures elsewhere.

"In a nutshell it boils down to trying to minimize the everyday hassles that all researchers have to face working in a university like ours. Each institution is different and each has its own peculiar problems," he says. "My job is to try to keep people happy."

That—in addition to being responsible in Rector's Cabinet for three Faculties, Commerce and Administration, Fine Arts and Engineering and Computer Science; serving

on Senate; sitting on the Board of Governors; helping to supervise the ongoing contract negotiations with the faculty; and serving as president of both the Canadian Society for the Study of Higher Education and the International Council for Distance Education (ICDE)—are what keep Daniel busy on any given day of the week.

The last of those activities—the presidency of the ICDE (formerly the International Council for Correspondence Education)—reflects Daniel's passion for and belief in the burgeoning new field of distance learning (the idea of teachers and students interacting either in different locations or hundreds of miles apart).

Although trained as a metallurgist, Daniel became fascinated by the concept of distance learning in 1970 while studying part-time at Sir George Williams for an MA in educational technology. He went on to become a visiting lecturer at Britain's Open University, then director of studies in Québec City with the Université du Québec's Télé-Université, and between 1978 and 1980, vice-president of Alberta's far-flung Athabasca University. He joined Concordia in June, 1980.

Although distance learning may seem far removed from Concordia's present preoccupations, Daniel believes that Concordia could take a leading role in the field just as Sir George Williams did years ago in the area of part-time adult education.

"We currently house the leading educational technology group in Canada," he says, "and even though they don't conduct distance courses per se, the Concordia group is

See "Daniel" page 2.

CUFA/University contract talks reach arbitration stage

By Lise Marie Bissonnette

The first collective agreement between Concordia's full-time faculty union (CUFA) and the University will be imposed by an arbitration board sometime in the next few months.

The president of the arbitration board has yet to be selected by the two other members of the council. Robert LaCroix, a Loyola alumnus and director of Labour-Relations for the Maritime Employers Association is the University's appointee, while Terrill Fancott, a professor of computer science, was designated by the Concordia University Faculty Association.

The Quebec Labour Code stipulates that an agreement must be reached within sixty days after the appointment of the president unless the Ministry of Labour approves requests for an indefinite number of thirty-day extensions.

The arbitration board must first try to mediate a collective agreement, according to Michael Hogben, past president of CUFA. Failing that, it "has the right to decide whether it will determine the first collective agreement." Hogben said it was extremely rare that arbitrators do not carry on with this second stage.

(CUFA had been negotiating since October 16, 1981. Under the Quebec Labour Code either party can request the appointment of a Ministry of Labour conciliator if it believes it to be necessary. The conciliator may recommend that issues go to arbitration if they cannot be settled after a period of conciliation.)

By law, the arbitration council is bound to accept all clauses previously agreed upon, as well as any agreed upon by both parties while the arbitration process is going on. The remaining articles and clauses may be mediated or imposed by the arbitration board. To get out of an imposed agreement

"...the two parties (may) mutually agree to change a clause," said Joe Mouledoux, first vice-president of CUFA.

"By going to arbitration, both parties have foregone their right of approval," said John Daniel, vice-rector academic. Collective agreements reached through arbitration are binding on both parties for a minimum of one year and a maximum of two.

On May 26, CUFA requested arbitration because its negotiating team decided "that negotiations had in fact broken down despite See "Arbitration" page 6.

Vice-Rector portfolios shifted

A shuffle in portfolios between two of Concordia's vice-rectors has resulted in John Daniel, vice-rector academic, assuming responsibility for the operations of the Human resources Department.

In announcing the change, Rector John W. O'Brien said that it was done in order to even out the workload of the various vice-rectoral portfolios.

Until now, department director Raymond Doutre reported to Graham Martin, vice-rector finance and administration.

Daniel was already responsible for the Faculty Personnel Office, and since there is considerable overlap between the two departments he says it was logical that the two operations report to the same vice-rector.

No immediate changes are foreseen because of the switch, but Daniel says he will definitely be "looking into the possibility of even closer co-operation and greater integration of the activities of the two departments."



DANIEL *continued from page 1.*

a powerhouse of research and thought in the field."

Since assuming the ICDE presidency in June, Daniel has had to confront the varied problems of distance learning in 55 different countries. His mandate includes the establishment of an international secretariat, the opening of a centre to facilitate the exchange of courses worldwide, the sponsorship of workshops and other activities in developing countries, and the creation of more structured links with appropriate regional and national associations and journals.

Initiatives in the developing world are particularly important to him, he says, because traditional learning simply cannot meet the educational challenges these countries will be facing in the decades ahead.

"They don't have the choices we do between traditional forms of teaching and new educational technologies because they don't have the resources to create networks of colleges and universities. Distance learning—using one instructor to serve widely-scattered students—is really the only way to go."

More than 500 people attended the Vancouver conference where Daniel was elected—"a dramatic increase in numbers and diversity from the previous meetings," he says, and all the more reason for Concordia to consider getting involved.

"As was the case for part-time adult education in the 50s and early 60s distance education is the fastest growing and least funded form of education around."

Sir George overcame considerable obstacles to become a leader in the field back then, and Daniel sees no reason why Concordia couldn't do the same today.

Nationally, Daniel hopes to make better use of the increased attention being paid the Canadian Society for the Study of Higher Education to influence the overall development of higher education research.

The 300-member learned society—probably best known for publishing the Canadian Journal of Higher Education—has just established a permanent secretariat at McGill and has already been instrumental in convincing the Social Sciences and Humanities Research Council (SSHRC) to declare higher education research a national priority.

During Daniel's term of office the society will be advising the SSHRC on the research needs of Canadian higher education and, hopefully, helping to determine priorities for the 1980s and beyond. As a first step in that direction the society will participate in the Council of Ministers of Education Canada meeting on post-secondary education being held next month in Toronto.

Interestingly, universities have generally ignored the subject of how university teaching is done, Daniel says. "What research is conducted tends to be done in isolation by people like psychologists or economists, not people in education faculties."

With the federal government making ever-louder noises about the need to devise truly national strategies related to education and employment, now is a perfect time, according to Daniel, for universities to assume a leading role in determining educational priorities.

Continuing education, too, should be involved in any upgrading resulting from research and/or technological development,

he says, so one of his goals as president of the CSSHE is to integrate the Canadian Association for University Continuing Education—to which Concordia's Continuing Education Department belongs—into the CSSHE infrastructure.

As for his day-to-day responsibilities at Concordia as one of two vice-rectors, academic, Daniel sees himself as more of a "facilitator and helper" than an overseer of faculty operation. But that doesn't mean he isn't above giving what he calls "a nudge" when he feels a department or individual isn't striving towards his or her full research potential.

"Admittedly more and more people are beginning to take pride in our research accomplishments, but despite the presence of world-class people in some departments, research still doesn't form a major part of Concordia's self-image," he says. Though he believes he has given research—and in particular, the Research Grants Office a higher

number one in other areas.

"Unfortunately, Concordia has grown so quickly in recent years that we've never really addressed the question of how best to allocate our resources or, for that matter, how to set priorities. As a result we're faced today with serious motivation problems in many departments.

Daniel says that people have no real incentive to produce because they have no guarantee that their share of the available resources will increase accordingly.

Hopefully, that situation may soon change. "Two major initiatives undertaken during the past year—the Fahey Committee Study and the Concordia University Mission and Strategy Development Study—will be published later this fall and debated within the University community.

"By the end of the year, therefore, we should have a formally accepted plan setting down where Concordia is heading.

"What that means is that after years of



Charles Belanger, AV

John Daniel

"We've always been trend-buckers. Twenty years ago it was adult education. This time around I don't know what road we'll take, but to the extent that this University really takes hold of its own future, I'm quite optimistic..."

profile within the university's decision-making bodies. Daniel does not feel that all of Concordia's resources should be used to try to change our basic mission from one of teaching to research.

"The onus has to be placed on individual groups and departments to show they have the potential to produce," he says. "I have never accepted the argument, for example, that by reducing teaching loads across the board all research activities here will automatically improve."

"If people prove their worth then the University should and will support them, but not before."

The corollary to that is that those involved in research or teaching that isn't worthwhile should be phased out.

"Considering we're based in a city with four universities there's no need for Concordia to cover the waterfront, so to speak, by offering a full range of options."

"If someone else is doing a better job with program X, then let them run it and let Concordia get on with the business of being

firefighting we'll be moving onto a new plane in our development—one in which we design programs to reflect our priorities.

"We've always been trend-buckers. Twenty years ago it was adult education. This time around I don't know what road we'll take, but to the extent that this University really takes hold of its own future, I'm quite optimistic."

Daniel's own personal choice would be for Concordia to become a place where francophones can come to learn how to function comfortably in English—whatever their chosen field.

The current thinking in Québec City tends to re-inforce that sort of role for us, he says—a reference to the provincial government's ongoing efforts to develop closer ties with the United States. "If that trend continues, increased numbers of francophones will be needed to deal with the Americans in English."

Like McGill, which sees itself as a bridge between French Québec and English North America—if not the rest of the globe—

They couldn't care less. American students know little about the world beyond the U.S. border, and many couldn't care less. That's the conclusion of an Educational Testing Service survey of 3,000 undergraduates. The maximum score possible on the knowledge test was 101. The average score for freshmen was 41.9; for seniors, 50.5. Scores ranged from 0 to 84. More than a third of the students indicated they were not interested in international relations.

Daniel says "the window-on-the-world concept also has some measure of validity for Concordia's social science and humanities programs.

"Some people may view any move to orient ourselves more towards the franco-phone community as a threat to Concordia's anglophone heritage, but I think we can best preserve that heritage by pursuing other objectives."

Having recently assumed responsibility for the Human Resources Department (Daniel already oversees the operations of the Faculty Personnel Office) this vice-rector, academic, is particularly interested in employee relations.

Despite differences from faculty to faculty, and from department to department, Daniel says he is still somewhat "staggered" by the high level of morale one finds at Concordia.

"Contrary to my expectations, it was true when I arrived and is still true today ... which I suppose proves that adversity, under the right conditions, can prove beneficial in unforeseen ways."

Having said that, however, the situation should not be portrayed as being unduly rosy.

The loss of staff associated with the election of the Parti Québécois in 1976 and the adoption of Bill 101 is now being repeated; only this time the reason is economics.

"There's a strong magnet pulling people to the west, particularly in Engineering, although all things considered we've actually held on quite well in that area," Daniel says.

The explanation, in part, stems from the Engineering Faculty's heavy research commitment.

"When you're involved in active research it's a lot more difficult to pull up stakes. Most people simply aren't willing to turn their backs on loyal assistants—not to mention equipment painstakingly acquired over the years—to move on to a new department where the climate could actually prove less stimulating than it is here."

"Faculties that do not have as strong a research commitment, however, such as Commerce and Administration, are facing a worrisome turnover rate."

If there is any one, large-scale morale problem at Concordia, Daniel says "it is probably the fact that people believe there is nothing they can do to change things for the better."

"With budgets virtually frozen for the past three years, what good does it do to try to go out and recruit more students or better staff?" they're asking, when there are no dollars available to match enrolment increases or pay salaries for outstanding teachers.

"On the academic side, as well, the normal process of interaction between the deans and their faculty members has been disrupted somewhat by the protracted negotiations for a collective agreement."

"I don't think the delays can be blamed on the University," Daniel says, "but all the same, two years of negotiations has to be hard for anyone to stomach."

Daniel has nothing but praise for his negotiating team, composed of Deans June Chaikelson and M.N.S. Swamy, particularly for the way they've managed to avoid creating an atmosphere of confrontation.

"They've done a superb job. I'd even go so far as to say that no Canadian university has ever had such a competent team to negotiate its first faculty contract."

Looking down the road, Daniel anxiously See "Daniel" page 7.



Bric-a-Brac performing Dr. Seuss's *The Sneetches*.

Bric-a-Brac wows the kids

This summer, six Concordia performing arts students brought joy and laughter to countless children in Quebec. On May 31, Penny Farfan, Sandy Gruenwald, Charmaine LeBlanc, Laurie Lesk, Linda Mancini and Patti Talbot formed a summerstock, theatre troupe called Bric-a-Brac.

Sponsored by Dean of Students Brian Counihan, they successfully applied for a \$17,000 federal grant to buy equipment and support them through the summer. From July 1 to September 3, they never stopped performing. Averaging at least two performances a day, they played to audiences ranging from eight children (a special performance of a group of mentally-retarded children) to several hundred people.

Bric-a-Brac played all over Montreal area, the Eastern Townships and the Laurentians in day-care centres, playgrounds, schools,

Tzeltal, Tzotzil, Chol, Tojolbal & Zoque. These are the five most common Indian dialects spoken in the highlands of Chiapas province, Mexico.

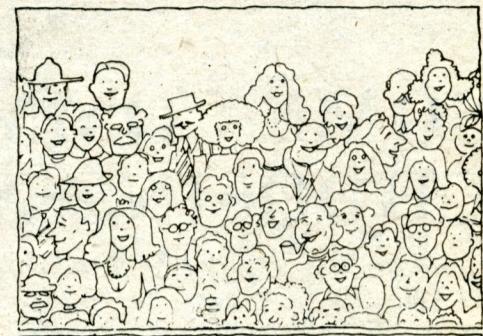
recreation centres even an old opera house near the Quebec-Vermont border, according to troupe member Linda Mancini.

The programme consisted of acting and singing two Dr. Suess stories, *The Sneetches* and *The Lorax*. The whole troupe acted and sang the songs composed by music student Lauri Lesk who also provided musical accompaniment by playing electric piano.

"Everyone asked us to come back," Mancini said, "even the audience at the old age home we played to."

"In fact," she continued, "many adults felt we should have played to more adult audiences. They liked the show because it reminded them of their childhood."

Their last performance was on September 3. The troupe is disbanding because several have graduated and are going on to graduate school in the performing arts. MS



AT A GLANCE

For those of you planning to be in France next year, if you happen to see a television series entitled **Secret Diplomatique**, don't be surprised if parts of the Sorbonne look suspiciously like Loyola campus. That's because several scenes from the Franco-Canadian five-part series was filmed at Loyola locations such as the Vanier Library, the colonnade near the Administration Building and the parking lot near the high school... Where are they now? Two ex-Concordia administrators got their mandates renewed in their respective institutions: **Clair Callaghan**, former dean of Engineering, was given another six-year term as president of the Nova Scotia Institute of Technology; while **James McBride**, former director of Continuing Education, was voted another five-year term as executive director of the Canadian Bureau of International Education... Congratulations to the **Psychology Department** for having won a record amount of research money, \$1,036,488, during 1981-82. That amount placed it in first place among Concordia departments in terms of money awarded... Concordia on the move. The Liaison Office closed its Sir George office. Now Liaison officers **Julia Cobley**, **David Dobrofsky**, **Guy LeBleu** and **Pete Regimbald** and secretary **Kerry Green** are all located at Loyola at 2496 West Broadway Avenue (WF, extension 245). The **Journalism Department** also moved to Loyola. Its location is at 7315 Terrebonne (TJ-303, extension 427)... **Audio-Visual** reports that 60% more students used their computer-assisted instruction system during last school year than during 1980-81. Exactly 1221 teaching modules were accessed in 1980-81 while 1974 were accessed in 1981-82. This doesn't include the 200 students who have used language lab's microcomputer from January to April... Welcome aboard to **Frances de Verteuil** (Computer Centre), **Nadia Gulezko** (Psychology) and **Johanne Plunkett** (SGW Schools)... Division IV (Arts & Science) provost **Martin Singer** won a \$11,000 grant from the International Development Research Centre to examine the evolution, form and content of relationships which have developed between Canadian universities and the People's Republic of China... The **Centre for the Study of Anglophone Quebec** has recently published *The History of Quebec: A Bibliography of Works in English*. It has over 3000 entries and is available for \$10 at CH-310 (Loyola)... The Faculty Club is holding an After-Eight Open House for all members and their guests on September 10, following the Rector's Reception... Contrary to rumour and misleading information, **Leon Botwinik**, a creator of the Centre of Building Studies' computer-animation film, is not a graduate student of the Centre for Building Studies but of Computer Science....

Thoughts on the ombudsman as sheep

By Frances Bauer

There is a variety of sheep called the four-horned sheep; I think it hails from Scotland. Most have four horns, but some have five, a few even have six. They're odd-looking beasts, weighed down by their dense fleece and extravagant headgear. Their dark narrow eyes peer out, sober and attentive, if not truly wise.

Today my role as ombudsman makes me think of those sheep. Everyone's heard that well-worn expression, 'on the horns of a dilemma', but believe me, dilemmas are an everyday occurrence—two-horned and respectable. At registration time, the ombudsman is faced with more complex issues—quadrilemmas—tangled and many-prolonged.

The complaint of the day comes from a student who cries: "the courses I wanted are closed and it's not fair!"

Not fair? Why not fair?

Because, for some other group (second year students, B.Comm. students, full-time students) those same courses are not closed, or:

Because our student's preregistration was cancelled when a cheque was delayed in the mails;

Because the only courses left that are any use to our student are math courses, and he/she couldn't bear a whole year of just math;

Because our student spent hours working out a schedule, and then someone arbitrarily changed the rules without notice;

Because our student just transferred to friendly Concordia hoping to avoid the hassles experienced at another institution;

Because our student was not only denied certain courses, but were spoken to rudely;

Because all those who said 'I'm sorry' couldn't really have meant it or they would have done something.

So the ombudsman-sheep proceeds to do something—to find out whether there is any way to remedy what is, in so many cases, a genuinely disastrous situation. And in so doing uncovers several more horns of the dilemma: a desperate department chair or dean; a professor whose courses are overbooked; an advisor who meant well; an admissions officer who would much rather say 'yes' than 'no'; a person from the registrar's office who has watched system after system try—and fail—to solve the sort of problems our students are encountering

today. For no system can guarantee, either in education or in the marketplace, a perfect balance between supply and demand.

The sheep blinks, emitting a lugubrious "baaa".

"I'm so sorry" says the sheep, really meaning it, "but you know, next year you'll be a second year student; and next year you won't rely on Canada Post...and...and...and you just might try course changes. That's about all you can do. I will remind people not to invent rules on the spur of the moment, and about...ah...the need for politeness," the sheep finishes lamely.

But what's also needed is a magic wand, to create more and larger classrooms and a safe method of cloning or xeroxing the better professors so they can teach several sections at once. The sheep picks up a copy of the calendar and looks up the Magic Department. No one's too old to learn, after all.

The Magic Department's been left out of the calendar again this year.

Frances Bauer is assistant to the dean of graduate studies and a part-time ombudsman.

Our Mistake

In the August 26 issue of *The Thursday Report*, we erroneously reported that Sandra Paikowsky was the director of the Sir George Williams Art Galleries when she is the curator. We also misquoted her as saying: "for a minimum of five years, our gallery has been where the action is in North America." That should have read "for a minimum of five years, university galleries have been where the action..."

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SOME COMMENTS ON CHOOSING A RECTOR

Under new procedures for the selection of senior University officials (the rector, the vice-rectors, the deans and provost), review committees are supposed to "make an assessment of the type of person who might best be able to fill the position (in question)...".

An evaluation committee is currently conducting such an assessment for the position of Rector. Last spring, the committee asked interested individuals to submit comments or suggestions related to this part of its mandate.

In order to contribute to this debate, Michael Sheldon, the executive assistant to the Rector, submitted the following piece to The Thursday Report.

TTR welcomes similar comments from other interested members of the university committee

The qualities desirable in the head of a university are greatly influenced by the nature of the institution—both as a university *per se* and in reflection of its particular character and situation. Thus there are priorities—some self-evident, some that may be perceived only in the process of defining criteria. And there are rarely absolutes; rather there are purposes and a range of abilities and attitudes relating to them.

The head of a university is neither CEO nor mandarin, neither monarch nor president of a democracy. A university is both a community of scholars and—in Canada—a parapublic corporation; its administration is controlled by this dichotomy.

On the one hand there is the pyramid of collegial committees and councils rising up to Senate, participatory but not democratic; the members' representational quality can vary widely, with some even sitting *ex officio*.

On the other, there is a hierarchy through which orders are issued. Further, ultimate control is exercised both by a board of governors, which has a mixed bag of real and theoretical powers, and a government, acting both administratively and politically.

An additional complication can be unionization, including that of the scholars, in the community. The rector has to understand and deal competently with all these potentially competing elements: and maintain a good university that is also an efficient operation (at least in university terms).

The rector is the senior representative of the university as well as the chief administrator. A key question is the balance of importance of these two functions.

Consider first some of the qualities required in administration.

There are simplistic descriptions of administrative style—say, 'hands on' and 'hands off'. The danger lies in any style becoming a habit, and the challenge to the rector is to initiate, encourage or control as assessment of the circumstances dictates. There are occasions for blueprinting but also for "adhocery".

Such decisions have to be based on a clear view of the purposes of the institution, its 'mission' or 'philosophy'. Not a blind dedication to tradition—even universities must move with the times—but awareness of what really justifies its continuing existence. Allied

with this should be a nose for valuable initiative as opposed to trendiness.

Rectors normally emerge from the university hierarchy, which is pretty feudal; deans often have to behave like barons, trading fealty for respect for their turf. However, close association with any territory needs to be shed; commanding an army is not commanding a larger division.

Yet, though a rector may have to give up past attachments, it is important to remain an individual, not become just the holder of an office, however efficient. Leadership needs to be personal, as well as visible.

A university is a source of education, a seat of scholarship, and a community service. These may be their own, often conflicting, claims on the available resources; whether there is ultimate coherence in policy and decision-making will depend to a considerable degree on the wisdom and administrative skill of the rector.

A related need is to tend the messes of the academic and non-academic aspects of the university; the latter must serve the former, but any service or function has to maintain an acceptable level of competency.

A rector cannot personally and directly assure competency yet must be firm about unacceptable incompetency.

One peculiarity of universities is the way positions of authority are filled, the power given to selection committees of peers and others, focussing influence from both above and below. Rectors cannot appoint their own teams; some positions they can fill, but they must largely work with people already in an office—there is something close to *de facto* administrative tenure—or selected for them.

This calls for deep supplies of diplomacy and patience—but there should not be bottomless. Valuable, too, is the ability to follow through on decisions without being caught up in the thicket of administrative detail.

An important personal characteristic is a thick skin. Universities are centres of critical thought, and that desirable approach to man and his world can leak widely. However, a thick skin—or hard head—should not preclude sensitive antennae. Generally, too, a rector must have an open mind, though knowing when and how to close it. The office door, too.

See "Choosing" page 6.



Dean Don Taddeo and team's study will focus on the experiences of the Italian community in Montreal, including those of this mostly Italian descent 1949-50 graduating class of Ecole St-Phillipe Benizi.

Study examines language of education debate

By Carole Kleingrib

Anyone who thinks that the current debate over the language of education started with the St-Léonard crisis of 1968-69 doesn't know Québec history. The issue has been simmering since 1905, the year a Royal Commission was established to investigate the problems facing Italian immigrants working illegally in Montreal.

That issue is examined in a wide-ranging research project conducted by Division I Arts and Science Dean Don Taddeo, researcher Ray Taras, and Alexandra Schiavo, a student of Community and Public Affairs.

Entitled "The Language of Education Debate: A Study of the Political Dynamics between Québec's Education Authorities and the Italian Community—1918-1982", the study focuses on the political interactions occurring between policy makers, ethnic groups already established in Quebec and newly-arrived immigrant groups.

Taddeo selected the Italian community because they represent the largest non-francophone, non-anglophone group in the city, and because they were one of the first groups to settle in large numbers in Québec.

Their research centers on the Montreal Catholic School Commission (MCSC) because as Québec's largest school board during much of this century, it absorbed more immigrant children than any others. It also was at the forefront of the whole language legislation debate in the late 1960's and 1970's, according to the report, which stated: "... it was the MCSC which brought to the attention of the public and the media, through publication of statistics, the extent to which the allophones were being anglicized".

A study of the MCSC's archives reveals that no clear policy existed on the language of education issue up to the Second World

War. But the phenomena was not unique to Montreal. Several other North American cities, such as Toronto, Winnipeg, New York, Philadelphia and Boston, which also experienced massive immigration from 1880 to 1920 and after World War II, also had no policies or guidelines on education to deal with the integration of immigrants into their school systems.

After the Second World War, however, the MCSC established a Comité des Néo-Canadiens to deal with the educational problems of allophones. Taddeo's research investigates the Comité's achievements and failures, and the controversies over the establishment of bilingual schools for allophones in the Montreal area.

In order to trace the development of the Italian community's integration in the MCSC, Taddeo and his team undertook a breakdown of districts on the Island of Montreal by parish. Using MCSC statistics, they recorded the number of Italian children in French, English and bilingual schools.

The results are quite revealing: for example, in 1930, over 95% of the total population enrolled in bilingual schools were Italians. The two major bilingual schools were Notre-Dame de la Défense and St-Philippe Bénizy.

This wave of integration was set in the early seventies with the appearance of language legislation in Québec. Taddeo goes on to outline the MCSC's important role in determining the future shape of Bills 22 and 101, and the emergence of leadership and organisation within the Italian community.

The study also concentrates on the difficult question of the "illegals" pupils illegally enrolled in English Schools who are entitled to receive English language instruction. "There is a tremendous amount of confusion surrounding the whole language

See "Italians" page 6.

"Oral history is the deliberate and systematic interviewing of one person by another about the past, seeking to capture the person's memory of the past, both as to descriptive detail and impressions or feelings; and it is the careful preservation of that interview in an audio or video recording, and perhaps a written transcript, that may be used by future historians."

—John W. Moss
John F. Kennedy Library

Oral history projects get underway

Grant recipients named

The first grant recipients of the university library's oral history project have been named. According to Loren Singer, head of the library's non-print unit and project coordinator, the following members of the faculty and library staff have been awarded grants ranging from \$200 to \$4000. (Shell Canada gave the university library \$30,000 to begin an oral history of Montreal; for complete details see *TTR*, April 1, 1982).

Frederick Bird (Religion/Sociology) and Margaret Wesley (Sociology dept. Dawson College) will work on "The English Community of Montreal, 1914-1940."

According to their written submission, they plan to write a description of the English social structure of Montreal between World Wars I and II as perceived by the people who lived then.

Bird and Wesley noted that there is little information on how the social classes and interest groups of this "vanishing" community were related to each other in the past or present.

They chose this period because by 1914 the English population had developed a recognizable culture, with its own attitudes, traditions, customs, folways and institutions. It remained reasonably intact, although waning in power and numbers until World War II.

Gabriella Hochmann (Reference Librarian), Susan Hoecker-Drysdale (Sociology and Anthropology) and Katharine Waters (English) will record the experiences of 50 Montreal women in "Montreal Women: Their Work and Lives". They wrote that they will select women from an anglophone or bilingual milieu according to their interest in the following: their individual contributions or leadership roles in particular facets of Montreal; and/or their participation in an important work category, in particular war work.

Age is an important criterion of selection; every year the community loses women who are rich sources of the history of a sex, a class, a category of workers, a community.

Kwok Chan (Applied Social Sciences) is planning to record the "Oral History of the Montreal Chinese Community". He will conduct interviews with 15 widows, five widowers and five couples in order to reconstruct what life was like in the Chinese community in the past sixty years. He will focus on:

The data, Chan wrote, will contribute to a systematic reconstruction of the political and historical forces underlying the evolution of the ways of life of the Chinese people as an integral ethnic community within the larger multi-ethnic and pluralistic milieu of Montreal. This project will also provide insight into the adaptation strategies adopted by an ethnic community in coping with the tension between tradition and urbanization, stability and change.

Kathryn Bindon (History) will interview residents of the Montreal's Little Burgundy section who reflect the various social aspects of the community and who have been

involved in a number of aspects of the life of the area. In "Little Burgundy/La Petite Bourgogne 1840-1980" Bindon will add to the oral history by gathering additional information from more traditional social history sources such as business, legal, municipal, labour and housing records as well as investigating religious and social organizations that served the community.

During the period of 1840-1980, wrote Bindon, three groups—French-Canadians, Irish Catholics and black immigrants from the U.S. and the Caribbean—constituted the major and enduring elements of the social milieu of Little Burgundy. The appearance of these groups in the nineteenth century reflected the industrial and commercial character of the area: the tannery and rolling mill employed the French-Canadian population; the Lachine Canal attracted Irish workers who eventually settled in the area; and the railways promoted the settlement of black porters and their families.

During the twentieth century the community experienced significant economic and social change, especially as the socio-economic definition of the community changed from "working class" to "poor". This study will provide an insight into problems of historical definition of community as well as fill a gap in the literature on the social history of Montreal.

Leah Sherman and Angela Grigor (both of Art Education) will work on "A Comparison of the Influences of Anne Savage and Arthur Lismer on Art Education in Montreal between 1920 and 1960". Their purpose is to record interviews with people who were associated with both Lismer and Savage. The focus would be on their recollections of the artists as teachers, on the philosophies and teaching practices of the two artists, and how their teaching related to other art teaching going on at the time.

The period between 1920 and 1960 was a key one in the history of art education in Montreal, according to their submission. During that time two pioneer art teachers, Anne Savage and Arthur Lismer worked in the city setting up model programmes and influencing many people. Contemporary art education in Canada has its roots in their philosophies and practice.

Hugh Percival Illsley, the well-known Montreal architect, is the subject of Dean of Graduate Studies Stanley French's project. Born in 1896 on Crescent Street and raised on MacKay at the present site of Desjardin's restaurant, Illsley was a pilot in World War I in the Royal Flying Corps. He was a squadron leader and founder of the Air Cadet League of Canada.

As an architect, Illsley was instrumental in designing the following Montreal landmarks: Dorval Airport; the Masonic Temple on Sherbrooke; the Shawinigan Building; Manoir Richelieu; the original Montreal Forum; the United Services Club; the Unity Boys' Club; and the Children's Service Centre.



Montreal architect Hugh Percival Illsley's memories will be recorded by Dean of Graduate Studies Stanley French.

Getting a real earful Student pursues village history

Cheryl Storey is working hard to become the nosiest person here this summer during her 13-week mission to pick as many brains as possible.

The 20-year-old Chatham resident is working until the end of August writing a history of this 108-year-old village and has quickly discovered it's not something one finds in an encyclopedia.

Storey, an English and creative writing major at Concordia, is getting her information from elderly residents, interviewing them to find out what they remember, then verifying their tales through newspaper articles.

Her work will be published in a book in late August, to be sold here at cost and also placed in all Kent County, Ontario library branches. Meanwhile, Storey's search continues for individuals with some historical light to shed.

She said Monday she is impressed by the way residents have welcomed her and their willingness to offer bits and pieces of Thamesville's unwritten history, which in many cases was acquired from their ancestors.

"I love it when the old people start telling stories. It's nice to know everyone's special memories of Thamesville. They've taken me in and made me feel not shy anymore."

Storey realized her job was not going to be easy after finding little has been written about this village's history. For the most part, the main written source is the weekly newspaper.

But searching through the publication's issues dating to 1886, which have been placed on microfilm at the Wallaceburg branch of the Kent County library, could take months and Storey knew she didn't have time.

Armed with a tape recorder, plenty of paper and an open ear, she met residents such as Lloyd Mitton, an insurance agent who Storey said has probably been the most helpful.

Mitton, who was born and raised here, opened his collection of local memorabilia to Storey's scrutiny and even supplied a long list

of other residents worth contacting.

He also took her on a tour of the village to point out historically significant homes. "I'd like to be helpful to anyone doing it," Mitton said as he showed a collection of local postcards to Storey.

Mitton said he is like many longtime residents, each with plenty of stories to tell but all stored in their memory instead of on paper. He said he has thought of writing a history himself but never had time.

Storey said her research often snowballs. One resident tells her something, which she mentions to another and eventually she is able to piece together an account.

A case in point is what is believed to be the village's only murder, in which a policeman was shot in 1922 while trying to stop three men breaking into a store.

Other memories include a train derailment in the early 1900s in which a group of spectators were charged after arriving at the scene with buckets and containers to catch the spillage from one of the boxcars carrying barrels of liquor. Their attempts were foiled by a newspaper photographer who captured the incident on film, Storey said.

In her review of Mitton's postcards, Storey was also surprised to find a photograph of the main street from the early 1900s showing the telephone poles all on a clearly visible angle.

The angle is intentional, Storey discovered, to protect the nearby trees which lined the street. The poles were also wrapped with metal sheets at their base to keep horses from chewing them.

Storey, who is being paid through a \$1,481 provincial grant, said an advertisement in the local newspaper is being published this week to get advance orders for her book and to try to find more persons with history to share.

"It's challenging but it's a worthwhile challenge," said Storey, whose biggest fear is that her book might not live up to the residents' expectations.

"I really want it to be good. I want it to be what the people are expecting."

(Reprinted from the London Free Press)



Actress Joyce Campion to read

Distinguished Canadian/Irish actress Joyce Campion will read some of her favourite poetry and prose: the Scots ballad *Edward*; some Shakespeare sonnets, anecdotes about Fanny Kemble and other actresses; a story from *Dubliners*, a Wallace Stevens poem and Beckett's *Molloy* on Tuesday, September 21 at 8 p.m. at the Chameleon Theatre, Loyola Campus. Admission is free.

ITALIANS *continued from page 4.*

debate", Taddeo says.

"What comes to mind immediately is the issue of what is actually meant by an immigrant. The Italian community agrees with the language law that all new immigrants should send their children to French schools, but feels the provision shouldn't apply to people already living in Québec. The Partie Québécois government and the MCSC obviously feel differently, and the result is 1500 "illegals" who will be entering the English school system again this year."

Various other issues raised by Québec's language legislation are examined in the study, such as the hypothesis whether ethnic

group cohesion increases in response to an 'établisement' of linguistic matters, and whether political alienation also follows.

Finally, Taddeo and Taras have evaluated the nature of Québec society since the introduction of legislative measures promoting the French language.

Scheduled to be completed by mid-October, the research project is particularly relevant because of the current court case led by supporters and critics of the new Canadian Constitution, and in the wake of the mounting protest against the school board reorganization.

to the most confidential.

The Quebec context also looms large on the private side of representation. A rector has to negotiate not only with a powerful bureaucracy, but with one that is controlled by *organigrammes*, not organizational charts. And with colleagues, whether stroking or sniping, from French as well as English-language institutions. More generally, the political sensitivity required of a rector must encompass ministers and deputy ministers as well as governors and deans.

Yet a good rector is something of an iceberg. What shows above the surface his importance, but not everything is on display, not by any means.

CHOOSING *continued from page 4.*

There are broadly two aspects to the representational role—public and private. Not being subject to universal suffrage, rectors do not have to spend too much time on their television image, but a platform presence is important—the ability to sound credible and convincing, even if not eloquent. To be already a personality in ones own right will help, and for an English-language institution in Quebec it is essential to be able to make an impact in French. (This means much more than speaking the language.)

The head of a university has to be able—and willing—to promote that university, and to deal easily with people outside, and at times opposed to, the academic world. In all manner of encounters, from the most public

ARBITRATION *continued from page 1.*

the assistance of a government conciliator for the past two months," states the CUFA newsletter dated June 30.

The decision to grant arbitration was given by the Ministry of Labour in mid-July; the decision took into account a confidential report made by the government conciliator, said Hogben.

The conciliator, Jacques Bégin, was appointed by the Ministry and negotiated with both parties for 28 sessions prior to the request for arbitration.

According to Daniel, CUFA made the call for conciliation too early, and the introduction of the conciliator did little to accelerate the negotiation process. "The rate of agreement on clauses didn't change much either way."

However, he did agree that conciliation had helped in some areas. "Until conciliation, CUFA hadn't really accepted that you agree on the normative clauses first, and then you go onto monetary issues," he said.

Daniel said that dealing with normative clauses first is a standard labour practice because these are bound to have impact on the monetary clauses. He gave the example of workload, which is a normative issue with repercussions on the salary agreement.

Michael Brian, CUFA's current president, agreed that "conciliation did resolve some normative clauses." He said conciliation also forced both parties to make their respective positions clear.

"There had been some serious vagueness (before conciliation)," said Mouledoux.

Hogben said CUFA called for a conciliator because very few articles had been initiated by February 1982. "Negotiations hadn't broken off, but we wanted a professional third party," he said.

Because all salary settlements were being left until the end, CUFA "wanted to minimize costs (for the faculty) by going through negotiations as quickly as possible," said Mouledoux. The salary factor prompted CUFA to call for conciliation and was also a factor in the request for arbitration, he added.

Yet, conciliation failed to bring agreement on approximately half the articles tabled by the parties. While some articles only need minor modifications, others such as salary, maternity leave, tenure review and workload seem far from being settled. (See adjoining story)

The call for arbitration, according to Daniel, was also made too soon. "The arbitration procedure is set up for a situation...where you have one party that totally refuses to talk," or where there is blatant bad faith, said he, adding that this was not the case at Concordia.

"In general, the average time needed to negotiate a first agreement in a university is between 1 year and 18 months, noted Daniel. "What's unusual about our case is that CUFA was certified in January 1981 but didn't sit down to negotiate a collective agreement until October 1981. That's where the real delay came in," he said.

The University and CUFA teams met for 63 sessions before the case was sent to arbitration, according to Susan O'Reilly, labour relations coordinator in the department of Human Resources.

According to Brian, "the first collective agreement must be very detailed. If it isn't,

Getting worse slower. There's a lower vacancy rate in faculties of engineering in the U.S. than there was last year, says the American Association of Engineering Societies. Last year, 10% of faculty jobs in engineering were reported vacant, which suggested something of a crisis; this year it has dropped to 9%.

then you are giving the University a complete free hand in any article that wasn't covered." Brian said this could lead to a situation where, upon negotiations for a second agreement, any outside arbitrator could say that since the article was not in the first agreement, it could not have been very important.

The University did try to get CUFA to sign a brief collective agreement in the summer of 1981. This agreement would have covered salary adjustments for 1980/81 and 1981/82 and all the articles required by the Labour Code (e.g. grievance procedure). But CUFA refused. According to Daniel, "they wanted to keep their options open for arbitration."

Daniel said he would have preferred to have the first collective agreement negotiated within the university.

Another person dissatisfied with the request for arbitration is Psychology Professor Norman Segalowitz, an alternate member of CUFA council. Segalowitz has circulated a letter denouncing CUFA's decision to go to arbitration without first consulting the membership. This, he said, "has violated the spirit of collegiality in the University."

Mouledoux disagrees. CUFA council's right to request for arbitration is enshrined in their newly ratified constitution. "If we had successfully negotiated a collective agreement, we would be giving it to the members to ratify," he said.

As it stands now, CUFA will hold a vote on whether the membership understands the issues involved and whether it approves of the procedures selected to deal with them. The vote will take place after information packages, currently being assembled, are distributed.

Segalowitz is angry that this measure is being taken after the fact. His letter states that should members "reject the package after it goes to arbitration, then the credibility of our Association would be severely damaged for years to come..."

He is also upset that there was no consultation during the negotiation process, either on the part of CUFA or the administration. "It was only this summer that Council got the text that had already been agreed to by both parties," he said.

"They're redefining our entire work environment without consulting us," he said. "It is normal union practice to consult. We were promised this over and over."

But negotiating is a bit like poker—you can't put all your cards on the table. According to Brian, "You must give a certain amount of confidence to the team negotiating for you."

Brian said negotiating involves a lot of give and take. Legal complications arise, further implications are discovered and there are often changes. As well, some clauses may be conditional on others.

"Positions shift. In order to gain in some areas, you might want to modify in other areas," he said. "The absolute form of participatory democracy at every stage is impractical."

At the moment though, it will be up to the arbitration board to decide on the terms of agreement. CUFA is hoping that through arbitration Concordia Professors will be closer to the norms established in Quebec concerning work loads, salary and other working conditions.

Recall MacEachen and Bouey. So says University of Waterloo economist John Hotson. Although federal finance minister Allan MacEachen and Bank of Canada governor Gerald Bouey are intelligent men, they have a certain rigid view of economics, Hotson said, comparing them to defective cars that should be recalled to the manufacturer, or in this case, to the universities where they were "miseducated". Canada may collapse financially before economists and politicians rethink their positions, he said.

Synopsis of disagreement in proposed collective agreement

Of the approximately 50 articles in the proposed collective agreement between CUFA and the University, 30 have yet to be signed, according to Susan O'Reilly, labour relations coordinator in the department of Human Resources. The extent of disagreement on these articles ranges from minor to major. Some articles have yet to be discussed thoroughly while in other cases, agreement may be contingent upon the settlement of other clauses.

The following is a synopsis of the articles where disagreement exists on the issues involved rather than disagreement on the approach taken to solve these issues.

Although the case is being arbitrated, both parties may continue to meet and negotiate.

Salary

Salary is a contentious issue. The University first offered to settle the salaries for 1981-82 in a mini-collective agreement last summer, but CUFA refused, arguing that signing such a document would have been against their better interests.

Because of this, no salary settlements have been made for 1981-82. CUFA would like an interim salary settlement, which, according to Michael Brian, president of CUFA, would mean a substantial increase for faculty members, in most cases, in the thousands of dollars.

"Now that arbitration has been awarded, there is no reason why the administration should withhold the interim salary settlement," he said.

However, according to John Daniel, vice-rector academic, an interim salary settlement would go against the principle of settling normative clauses first. He said the present working conditions will remain the same until the collective agreement is signed.

Joe Mouledoux, first Vice-President of CUFA, said that the fact that salaries had yet to be settled was one of the reasons that prompted CUFA to ask for conciliation as well as for arbitration.

According to Brian, CUFA is asking for the salary norms in Québec.

"Francophone universities got the full Parizeau formula for 1981-82, which is 16½% (increase). We were at least 6% below average in 1980-81," said Michael Hogben, past president of CUFA. Hogben said that given these figures, the gap between Concordia and the Quebec norm was about 23%.

The University has offered a 12.3% increase for 1981-82 (11% across the board and 1.3% for a merit pool). For 1982-83 it proposes to apply the Quebec Government's Bérubé formula plus an increase totalling 5% distributed in an inverse exponential manner.

Workload

According to Brian, CUFA is asking for the norm in Quebec—4 three-credit courses per year. But Daniel said that only one university (UQAM) specifies the amount of courses taught in its collective agreement.

The average workload at Concordia is 6.3 three-credit courses per year. Daniel said that by giving in to CUFA's demands, "Concordia would lose about 1400 course selections," which the university simply cannot afford to lose.

However, Brian said, "We have never been given any documentation which convinces us that the university cannot give us the norm."

Adjustments could be made, but a

complicated formula would be needed, he said.

"It is really difficult to accept why we should teach more," said Brian.

"It's true that Concordia has a higher teaching load on average than other universities," said Daniel. "It is way higher in Commerce." But he noted that "workload and teaching load is not the same. We have to look at the total thing. We are still primarily a teaching university with a relatively small research budget in most faculties and divisions."

Job Security

For the sake of negotiations, job security is dealt with in three separate articles - transfers within the university, adjustments to units and financial emergency. The disagreement is mostly over the latter two; transfers within the university has been accepted in principle but the mechanics need to be worked out.

According to O'Reilly adjustments to units concerns how a change in staff requirements would be handled should such a situation become necessary, for example what should be done if demand for engineering courses increases enormously while demand for arts courses decreases enormously.

The concern with financial emergency is similar. The problem is essentially how a financial emergency would be identified and dealt with, and by whom.

As it stands, it is the Board of Governors which is responsible for declaring a financial emergency. Brian believes this is leaving too much power in the hands of the Board, which is mostly composed of outside members. Moreover, he said that "the Board of Governors hasn't always listened to advisory committees." He added that the Board tended "to identify with one element of the University rather than with the University as a community."

Maternity Leave

The University's position is to maintain the status quo—it makes no financial compensation other than granting leave of absence for the expectant mother. According to Daniel, the university "can only spend money in certain areas," explaining that if money is spent on maternity leave, it cannot be spent elsewhere. He also said that June Chaikelson, chief negotiator for the University, has been arguing quite strongly that due to the nature of the academic year, maternity leave is not necessary and even against the better interests of female faculty members.

CUFA's position is that pregnant faculty members should have a minimum leave of 20 weeks at 93% salary, as well as leave without pay for men, and extra leave without pay for women.

Tenure Review

This new clause, introduced by the University, has caused much controversy since no other Canadian university has such an item in a collective agreement.

The clause proposes to review a faculty member's tenure after two denials of normal merit increments. According to Daniel, the clause was introduced because "of the growing feeling in society at large that tenure is no longer serving the purpose for which it was originally introduced."

CUFA's position is that the current tenure

guidelines are strict enough, and that should the University want to revoke a member's tenure, it would be up to them to supply the burden of proof through existing channels.

Sabbatical Leave

The primary issue here is whether sabbatical leaves is a right or a privilege. Under the status quo, a sabbatical is a privilege that may be granted every seven years said Daniel.

Brian said that this should be an automatic right which could become more fluid after the second sabbatical.

The University, however, is arguing that a sabbatical should be a privilege to be granted on the basis of the quality of the application and not given automatically every seven years.

There is also a salary issue here—CUFA would like sabbaticals to be funded by 90% of salary and \$2750 travel expenses, while the University is offering 85% full salary and \$2500 for travel.

Retirement

Now that Bill 15 is law, the university wants to include a clause stipulating that people aged 65 and over may continue to teach on a contractual basis. According to Brian, the inclusion of such a clause is discriminatory because it breaks tenure. Under the bill, people over 65 should be able to continue to teach with tenure, said Brian.

Personal Files

CUFA prefers the term personnel files, but nevertheless, the issue here is that CUFA does not want unsigned comment included in faculty members' files. "We are willing to accept statistical data, but not unsigned comment," said Brian. This applies to the personal comments on the student course evaluations. "They are really there for the professors' own personal improvement," said Brian. He pointed out that CAUT (Canadian Association of University Teachers) also has a similar policy concerning unsigned material.

DANIEL *continued from page 2.*

awaits the day when the two vice-rectorates, academic, will be merged into one position.

"From day one—and increasingly since then—it's been apparent that the two positions are often counter-productive," he says.

In many cases the Divisions within the Arts and Science Faculty (which report to vice-rector, academic, Russell Breen) have closer links to the Faculties under Daniel's stewardship than they do to each other, he says.

"Yet co-operation is sometimes hamstrung by having two chiefs. A merged position would allow for more cross-appointments in faculty and result in a broadening of those programs that are too specialized at present.

If Daniel has any advice to offer after 20 years in academe, it can probably be summed up in two words: "never panic."

Ever calm and controlled himself, he says that "people shouldn't be unduly traumatized by events (internally or externally) because any situation that gets seriously out of whack tends to correct itself in time."

A good example is that a few years ago everyone was agonizing over the small

Rights of the Association

There are two issues here - one is that CUFA wants access to all relevant information. "If we don't (have information), how can we see that justice is done?" said Brian. The other issue is that CUFA wants an office downtown. Brian said this was only rational since it serves faculty members of both campuses.

Other Issues

There are other issues that have yet to be signed, but these involve technicalities, problems with wording and implementation procedures. They include:

- salary structure (there is a question as to how funds allocated for fixed and merit adjustments should be distributed);

- appeals and grievances and arbitration (the University wants to implement a system whereby a complaint can be settled through appeals or through grievances and arbitration but not through both);

- academic freedom (O'Reilly said it was a wording problem; Brian said political freedom within the university was not stressed enough);

- non-discrimination (CUFA feels that by including the clause concerning retirement, the administration is discriminating under Bill 15);

- appointment, reappointment and promotion of faculty (there is a problem of definition over the categories of appointment, as well as disagreement over criteria for reappointment);

- resignations (concerns how much notice should be given);

- dismissal and other disciplinary measures (CUFA is disputing that a suspension is a disciplinary action);

- sick leave and benefits (has yet to be discussed thoroughly since it hinges on salary);

- miscellaneous, transition to agreement, negotiation procedure and duration of agreement (these will be the last clauses to be signed). LB

numbers of women enrolling as commerce students. "Yet this past June at convocation it was women who walked off with all the commerce prizes.

"All of which is to say that all problems contain the seeds of their own correction." It's what Daniel calls his "pendulum theory" of life.

For an ex-metallurgist, turned distance-learning educator, turned university administrator, it's not a bad bit of philosophy!

Demonstration against rape

A demonstration against rape will be held in Laurier Park, on Friday, September 17, 1982, at 7:30 p.m. Free nursery services will be provided from 6:30 p.m. on, at the Jeanne-Mance Polyvalente, 4240 Bordeaux (corner Rachel). All women are invited to attend. For further information, call 526-2460.

The Thursday Report

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EVENTS

Thursday 9

CONSERVATORY OF CINEMATOGRAPHIC

ART: *Blues I - En Remontant le Mississippi* (Robert Manthoulis, 1971) (English) at 8:30 p.m. in H-110; \$1.50. SGW campus.

SGW GALLERIES: *Twenty Years of Canadian Painting* (Selections from the Permanent Collection), until Sept. 12; on the mezzanine, Hall Bldg., SGW campus.

CONCORDIA ORIENTATION PROGRAM (COP) FOR MATURE STUDENTS: Information Night; free coffee and donuts; at 7:30 p.m. at CC-308 (7141 Sherbrooke St. W.), Loyola campus or H-462-11, SGW campus.

CONCORDIA CHRISTIAN FELLOWSHIP: First weekly general meeting in H-662 at 3 p.m. All are invited. Bring a friend. Beverages and cold cuts will be served. For more information, call Phil Mizener, 672-2961 before 9:30 p.m.

Friday 10

ARTS & SCIENCE FACULTY COUNCIL:

Meeting at 1:30 p.m. in AD-128; Loyola campus.

COMMERCE & ADMINISTRATION

FACULTY COUNCIL: Meeting at 9 a.m. in GM-504; SGW campus.

FINE ARTS FACULTY COUNCIL: Meeting at 9:30 a.m. in VA-245; SGW campus.

CONSERVATORY OF CINEMATOGRAPHIC

ART: *Swing I - Born to Swing* (John Jeremy, 1973), *After Hours* (1961) and *Boogie Woogie Dream* (1941) at 8:30 p.m. in H-110; \$1.50. SGW campus.

CONCORDIA ORIENTATION PROGRAM (COP) FOR MATURE STUDENTS: Open house; free coffee and donuts; 2-5 p.m. in CC-308 (7141 Sherbrooke St. W.), Loyola campus or H-462-11, SGW campus.

Saturday 11

CONSERVATORY OF CINEMATOGRAPHIC

ART: *Black and Tan* (1929), *Fats Waller* (1941), *Caldonia* (1945), *Boy! What a Girl* (1947), *Jivin' in Bebop* (1947), *Nat King Cole* (1948) and *Charlie Parker* (1951) at 7 p.m.; *Lady Sings the Blues* (Sidney J. Furie, 1942) (English) with Diana Ross, Billy Dee Williams and Richard Pryor at 9 p.m. in H-110; \$1.50 each. SGW campus.

CONCORDIA ORIENTATION PROGRAM (COP) FOR MATURE STUDENTS: Spaced out Cartoon Festival - An orientation tour will be provided for students. Those that have children may leave them in the care of Mature Students Centre where they will be entertained with cartoons for 1½ hours and by a children's comedy theatre SMAGIC for the other 1½ hours. Clowns and hopefully, Ronald MacDonald will be present; 1:30 - 5 p.m. in H-462-11, Hall Bldg., SGW campus.

Sunday 12

CONSERVATORY OF CINEMATOGRAPHIC

ART: Children's series - *Me and My Pal* (Charles Rogers, 1933) (English) with Stan Laurel and Oliver Hardy and *Way Out West* (James W. Horne, 1937) (English) with Stan Laurel and Oliver Hardy at 4 p.m. in H-110; \$1. SGW campus.

CONSERVATORY OF CINEMATOGRAPHIC
ART: *Blues 2 - Chicago Blues* (Harley Cokliss, 1971), *Larry Johnson* (1970) and *Blues like Showers of Rain* (John Jeremy, 1970) at 6 p.m.; *Jazz on a Summer's Day* (Bert Stern, 1958) (English) with Louis Armstrong, Thelonious Monk, Gerry Mulligan and Mahalia Jackson at 8 p.m. in H-110; \$1.50 each. SGW campus.

Monday 13

CONSERVATORY OF CINEMATOGRAPHIC

ART: *Napoleon* (Abel Gance, 1927 - 1972 sound version) (English subt.) (1st part) with Albert Dieudonné, Harry Krimmer, Koubitsky, Van Daele, Antonin Artaud and Abel Gance at 8:30 p.m. in H-110; \$1.50. SGW campus.

CLASSICS DEPARTMENT: Guest speaker Dr. G.T. Martin, Reader in Egyptian Archaeology, University of London; Fellow of the Society of Antiquaries in London, England, on *Tomb of*

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Horemheb, Commander-in-Chief of the Armies of Tutankhamun at 8:30 p.m. in the Vanier Library Theatre; Loyola campus.

Tuesday 14

CONSERVATORY OF CINEMATOGRAPHIC

ART: *The Magnificent Ambersons* (Orson Welles, 1942) (English) with Joseph Cotten, Agnes Moorehead, Dolores Costello and Anne Baxter at 8:30 p.m. in H-110; \$1.50. SGW campus.

CONCORDIA ORIENTATION PROGRAM

(COP) FOR MATURE STUDENTS: Open House - Information Night - Free coffee and donuts - 7:30 - 8:30 p.m. in H-462-11; SGW campus.

Wednesday 15

CONSERVATORY OF CINEMATOGRAPHIC

ART: *Duke Ellington* at 8:30 p.m. in H-110; \$1.50. SGW campus.

LOYOLA FILM SERIES:

Horse Feathers (Norman McLeod, 1932) (English) with The Marx Brothers, Thelma Todd and David Landau at 7 p.m.; *Ninotchka* (Ernst Lubitsch, 1939) (English) with Greta Garbo, Melvyn Douglas, Ina Claire and Bela Lugosi at 8:30 p.m. in the F.C. Smith Auditorium, Loyola campus; free.

WEISSMAN GALLERY & GALLERY I:

Andrew Dutkewych: Cascade Series, until Oct. 2; on the mezzanine of the Hall Bldg. SGW campus.

GALLERY II: *Tom Gibson: Selected Photographs 1965-1980*, until Oct. 2; on the mezzanine of the Hall Bldg. SGW campus.

Thursday 16

CONSERVATORY OF CINEMATOGRAPHIC

ART: *Blues 3 - St-Louis Blues* (U.S.A. - 1929), *Leadbelly* (U.S.A. - 1945), *Big Bill Blues* (Belgium - 1956), *Sonny Boy Williamson* (Denmark - 1963), *Meade Lux Lewis* (U.S.A. - 1940), etc. at 8:30 p.m. in H-110; \$1.50. SGW campus.

BOARD OF GOVERNORS: Open meeting at 1:15 p.m. in H-769. SGW campus.

CONCORDIA ORIENTATION PROGRAM

(COP) FOR MATURE STUDENTS: Children's theatre, 4 - 5:30 p.m. in the Chameleon Theatre, Loyola campus.

Friday 17

CONSERVATORY OF CINEMATOGRAPHIC

ART: *Tenor Saxes - Big Ben* (Netherlands - 1967), *Dexter Gordon* (Denmark - 1971) and *Sonny Rollins Live at Lauren* (Netherlands - 1973) at 7 p.m.; *The Blues, Black Music in America and American Music: From Folk to Jazz and Pop* (Stephen Fleischman, 1967) at 9 p.m. in H-110; \$1.50 each. SGW campus.

ENGINEERING AND COMPUTER SCIENCE
FACULTY COUNCIL: Meeting at 2:30 p.m. in H-769. SGW campus.

Saturday 18

CONSERVATORY OF CINEMATOGRAPHIC

ART: *Mister Businessman, Mississippi Delta Blues, Got to Tell it: A Tribute to Mahalia Jackson and Black Music in America: The Seventies* at 7 p.m.; *Mainstream - Hootie's Blues* (U.S.A. - 1978), *Louis Armstrong and the All Stars and Eddie Condon* at 9 p.m. in H-110; \$1.50 each. SGW campus.

Sunday 19

CONSERVATORY OF CINEMATOGRAPHIC

ART: Children's series - Charles Chaplin - shorts: *His New Job*, *A Night Out*, *The Champion*, *The Tramp* at 4 p.m. in H-110; \$1. SGW campus.

CONSERVATORY OF CINEMATOGRAPHIC

ART: *Blues 4 - Good Mornin' Blues* (Walter Lowe, 1978) and *It's a Mean Old World* (J. English, 1977) At 6 p.m.; *Imagine the Sound* (Ron Mann, 1982) (English) with Cecil Taylor, Archie Shepp, Bill Dixon and Paul Bley at 8 p.m. in H-110; \$1.50 each. SGW campus.

NOTICES

RHODES SCHOLARSHIPS FOR 1983: Interested students should contact Mr. D.L. Boisvert, Administrative Assistant to the Vice-Rector, Academic, Room AD-223, Loyola Campus; telephone: 482-0320, local 203. Deadline for competi-

tion: 25 October 1982.
SSHRC APPLICATION FORMS FOR GRADUATE FELLOWSHIPS in social science and humanistic disciplines are now available from the Graduate Awards Officer at 2145 Mackay Street on the 3rd floor. Information on dozens of other awards is available, also.

LIQUOR AUTHORIZATIONS: Liquor authorizations must be obtained for all events at which alcoholic beverages will be served. Requests must be made by the fifteenth of the month preceding the month in which the event is to be held. Student groups may obtain request forms through the Dean of Students office on the appropriate campus. Faculty and staff may send requests to D. Devenne, Director of Ancillary Services, HB-415, Loyola Campus.

LOYOLA FACULTY CLUB: The Loyola Faculty Club is now in full operation. Lunch is served each day from noon to 2 p.m. Bar hours are from noon to 2 p.m. daily and from 4 to 9 p.m., Monday through Thursday, 4 to 7 p.m. on Friday. Bookings for special events may be made by calling Phil at local 526 or 527.

EMERGENCY ASSISTANCE FUND: Available to returning full-time international students in a recognized programme at Concordia University - One-time-only - Selection criterions and application forms may be obtained from: Dean of Students Office, AD-129, Loyola campus or Dean of Students Office, Annexe "M", 2135 Mackay St., SGW campus. Deadline for application is Sept. 30, 1982. Amount up to \$1500.

FESTIVAL LACOLLE: Festival Lacolle is an opportunity for university members to spend a day and evening of feasting and fun at the Centre during Thanksgiving weekend. Volunteers are needed to help cook, clean, plan and coordinate games, and more. For more information, please call Noreen, or Jane at 482-0320, ext. 344 or 494.

MASS OF THE HOLY SPIRIT: A liturgical celebration to ask God's blessing at the beginning of the academic year. Guest Homilist: Dr. Mark Doughty, Associate Professor of Chemistry, Concordia Univ. "Contemporary Science and Faith" - in the Loyola Chapel at 11 a.m. and 8 p.m. on Sunday, Sept. 26, Loyola campus.

OLD TESTAMENT PROPHETS: The Prophetic Books are not only historical literature, but the Prophets have left us with a heritage of moral renewal and confidence which grew fearlessly with

the experience of the Divine Presence. Nine lectures (Oct. - Nov.). Presented by Fr. George Novotny, S.J. Starting Sept. 30, at 8 p.m., at Belmore House. For information call 484-4095.

"THE MONTEE": A mountain weekend ending at a monastery in the Eastern Townships. Students from many eastern universities (Western, U. of Toronto, York, McMaster, Queens) and the French universities of Quebec and Ontario gather to celebrate their beginning of the academic year. This year's theme is *Dare to Live in Hope*. This weekend (Oct. 1-3) includes a hike up Mont Orford and a walk to the Benedictine Monastery at St. Benoit du Lac, where we are welcomed by the Monks. For further information call Belmore House - 484-4095.

UNCLASSIFIED

GUITAR LESSONS: Experienced teacher (B.A. Concordia) - rock, folk guitar. Unique program including songs you want to play, lead guitar, theory, etc. All ages, levels. Loyola campus. Classical, jazz lessons also available. Call Mike 769-5008, 684-5796.

FOR SALE: Portable Typewriter in case, \$70.00; Kitchen Set 4 chairs, \$60.00; Modern Red Sofa, loose cushions, \$250; Ping Pong Table, \$50.00. Tel. 486-6626, after 4 p.m.

SKIERS: Would you like to ski free this year and make some money at the same time? S.K.I. is looking for ambitious skiers to work in the ski marketing part time this Fall and Winter. For further information please call 935-7440 between 1:30 p.m. and 4 p.m.

TYPING: Fast and professional typing of term papers, theses, dissertations, resumes, letters. Good rates. Close to McGill campus. 288-7913.

JOB VACANCIES

CLERK CASHIER (0-2)/STUDENT ACCOUNTS:

This is a part-time permanent position, four days a week. (Mon., Tues., Wed., Thurs. - from 4h00 p.m. to 9h00 p.m.)

CINEMA TECHNICIAN (T-5)/CINEMA & PHOTOGRAPHY:

ADMINISTRATIVE SECRETARY (0-4)/C.C.M.S. (Concordia Centre for Management Studies); For further information call May Patterson, Dept. of Human Resources at 879-8119.